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# DIFFERENCES IN THE LEVEL AND THE EXTENT OF THE WRITTEN VOCABULARY OF HIGH SCHOOL PUPILS

Submitted by

Thelma Frances Doe

(A. B., University of New Hampshire, 1926)

In partial fulfillment of
the requirements for the degree
of Master of Education

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## Chapter I

## STATEMENT AND BACKGROUND OF PROBLEM

The purpose of this thesis is to discover differences in the extent and the level of the written vocabulary used by pupils of Grades X, XI, and XII.

A study of this type should be of great importance, especially to the teacher of English. Since evaluating composition is such a difficult process, increased knowledge and use of pupils' written vocabulary may help reduce the subjectivity found in teachers' grades. Obviously, a good composition has, in addition to originality and correct form, specific, accurate, colorful words, not general and indefinite ones. Discovering individual differences in pupils' choice of words is, therefore, an aid in measuring English composition. Not only is the use of specific words important, but also the number of words that pupils may be expected to write in a specified time. This research shows the extent of vocabulary as well as the level. Closely allied with this study of written vocabulary is spelling. A list of commonly misspelled words appearing on pupil-written papers should serve as a basis for spelling instruction. According to Garver,[1] "The place to begin in making up spelling lists for any particular grade is with the words that children of that grade

[1] F. M. Garver, "Children's Writing Vocabularies As Bases for Spelling Lists," Elementary English Review, Vol. 16 (February, 1939), 47-49

use freely in writing."

For the past twenty-five or more years educators have become increasingly interested in compiling and utilizing word lists. The main purpose of the first lists was to reduce the vocabulary load in a textbook and emphasize a core vocabulary. Buswell[1] says, "In the field of both reading and spelling it would be difficult to find a single contribution in education, which, on the whole, has been more widely influential and beneficial than have word lists. Some of the vocabulary lists that have been published are among our most useful tools in education."

Thorndike[2] is the one to whom credit is due for first preparing word lists in an endeavor to control vocabulary in reading. His first book, Teacher's Word Book of 10,000 Words was published in 1921. Ten years later a second list of 20,000 words appeared. Although some believed this was merely an extension of the first, research has found that it is definitely a revision of the original. Each word is rated 1 to 20, according to the frequency and range of its occurrence. More than 10,000,000 running words found in English reading

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[1] G. T. Buswell, "Thorndike Word Book Revised," Elementary School Journal, Vol. 45 (January, 1945), 249

[2] E. L. Thorndike, A Teacher's Word Book, Teachers College, Columbia University, 1921, 134 p.

_____ A Teacher's Word Book: Revised, Teachers College, Columbia University, 1931, 182 p.

material were used in the study. Thorndike and Lorge's[1] The Teacher's Word Book of 30,000 Words was published in 1944. Lorge cooperated with Thorndike in preparing this book, contributing his magazine count and a semantic word count made by both Thorndike and Lorge. Lorge's magazine count, which he had previously made, was an attempt to gain an estimate of the frequency of occurrence of words in average adult reading. He made a count of about five million running words in adult magazines that were most widely read. He used one issue each month for twelve consecutive years. This count, combined with Thorndike's 20,000 Word Book, the Thorndike Juvenile Literature Count, and the Lorge-Thorndike Semantic Count, provided necessary data for The Teacher's Word Book of 30,000 Words.

In high school the teacher of shorthand, as well as the English teacher, finds word lists valuable. Leslie[2] recommends especially the work of Rinsland[3] and says, "To shorthand teachers the most interesting frequency count to appear in the last twenty years is A Basic Vocabulary of Elementary School Children by Rinsland." Granted $25,000 of Federal funds, Rinsland collected written papers of various kinds

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[1] E. L. Thorndike and Irving Lorge, The Teacher's Word Book of 30,000 Words, Teachers College, Columbia University, 1944, 274 p.

[2] L. A. Leslie, "Shorthand Significance of the Rinsland Vocabulary Study," Business Education World, Vol. 26 (December, 1945), 207

[3] H. D. Rinsland, Basic Vocabulary of Elementary School Children, Prentice-Hall, Inc., New York, 1945, 636 p.

from children through the first eight grades in 708 schools throughout the United States. He used 100,000 papers, which included 6,012,359 running words. Of these, 25,632 were different words. A second list in addition to the Thorndike lists that Leslie recommends for the shorthand teacher is one compiled by Horn,[1] entitled Basic Writing Vocabulary, which was based on counts of words written in personal and business correspondence. It consists of 10,000 most frequently used out of a total of 36,373 different words found in 5,136,815 running words. A third recommendation by Leslie is Horn and Peterson's[2] Vocabulary of Business Letters, made up of 14,834 different words found in 1,436,223 running words of business letters chosen from twenty-six types of business.

Useful word lists have been compiled by Durrell.[3] "Remedial-Reading Vocabulary for Primary Grades" consists of 754 words selected from words used most frequently on the Faucett-Maki list and checked against the International Kindergarten Union List and the Fitzgerald list. Containing ninety per cent of the words used in written work of children of the intermediate grades, this list may be used to good

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[1] Ernest Horn, A Basic Writing Vocabulary--10,000 Words Most Commonly Used in Writing, University of Iowa, Iowa City, 1926, 225 p.

[2] Ernest Horn and Thelma Peterson, Vocabulary of Business Letters, University of Iowa, Iowa City, 1943, 236 p.

[3] D. D. Durrell, Improvement of Basic Reading Abilities, World Book Company, New York, 1940, 345-354

advantage as a spelling list. Each word has a number which shows the frequency with which the word is used on the primary level.

Another list, compiled by Durrell and Sullivan,[1] "The Durrell-Sullivan Reading Vocabularies for Grades Four, Five, and Six Derived from Word Counts of Books Commonly Used in Each Grade" is equally useful, especially for remedial reading. Each word is rated according to its grade placement on the Thorndike and Buckingham-Dolch lists.

Dale[2] has also contributed a graded list. Using for his study 8,000 children in grades four, six, and eight, Dale finally produced a list of 2926 words known by eighty per cent of the pupils in the fourth grade.

Several studies have been made to discover the type of vocabulary used by pupils in written composition, and in many of them these word lists have been utilized.

McKee[3] made a study of 180 themes written by sixth grade pupils and found 2329 different words in a total of 18,958 running words. The pupils were given 387 topics from which they might select. This study shows a rather large number of

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[1] Durrell, op. cit., pp. 355-388

[2] Edgar Dale, "Familiarity of 8,000 Common Words to Population in the Fourth, Sixth, and Eighth Grades," Bureau of Educational Research, The Ohio State University, Undated (Mimeographed)

[3] Grace M. McKee, "Themes As A Source of Spelling Vocabulary," Unpublished Master's Thesis, College of Education, University of Iowa, 1924

different words used by sixth grade children. The large number of different subjects may account somewhat for the varied vocabulary.

Breed[1] compared the vocabulary of children with that of adults. In five studies of children's themes he found 7,035 different words and in eleven studies of adult writing 9,057 different words. There were 4,598 common to both lists. He discovered a difference of 40.3 per cent between the vocabularies of the two groups. He also noticed that the chief difference between the words used by children only and those used by adults only was the difference in "psychological maturity." Breed reported a greater disparity between adults' and children's writing was in spelling errors rather than vocabulary.

McAuliffe[2] found interesting information about the writing vocabularies of children with intelligent quotients ranging from below 80 to above 120. This study included 50 children, 25 third-grade and 25 fourth-grade children of the Dearborn School District in Boston. Weekly written compositions on a wide variety of subjects were gathered and studied.

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[1] Frederick S. Breed, "What Words Should Be Taught to Spell?" Elementary School Journal, Vol. 26 (October, November, December, 1925), 118-131; 202-214; 292-306

[2] Mary Frances McAuliffe, "A Study of the Writing Vocabularies of Children with I. Q.'s Ranging from Above 120 to Below 80," Unpublished Master's Degree Thesis, School of Education, Boston University, 1928

McAuliffe found that the children of intelligence quotients below 80 used 75 per cent of the running words of the children about 120. This group also used 20 per cent of the different words of children above 120. With the exception of nine words all of the 152 different words of the below 80 group fell within the first thousand most common words of the Thorndike list, while in the group above 120, 328 words fell outside the first 1000 common words. Although the variation in the number of running words used by children of different intelligence quotients was not great, the variation in the number of different words was very great.

Corson,[1] who showed a one-reel film to 291 children of grades four, five, and six and had them report on it as if they were newspaper reporters, found that seventy-seven to eighty per cent of the words used by intermediate grade children appear on the first three levels of the Durrell Remedial Reading List. From eighty-nine to ninety-one per cent of the words used by the children may be found somewhere on the Durrell-Sullivan list. She also found that the girls in these three grades wrote more than the boys and also used more varied vocabulary, but the differences were not statistically significant. There was a steady yearly increase in the number of words used. The children who wrote the largest number

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[1] Hazel Corson, "Individual Differences in the Extent and Level of the Vocabulary Used by Intermediate Grade Children," Unpublished Master's Degree Thesis, School of Education, Boston University, 1938

of words tended to use the largest number of different words, although there were some noticeable exceptions.

Cronin[1] studied the writing vocabularies of thirty-eight second grade children for a period of five months. This writing included all the daily written work, not just letters and compositions. Of the 24,351 running words, 1149 were different. The one hundred most commonly used words, a large number of which were included on the Rinsland list, made up 65 per cent of all the words written. These data show a large vocabulary being used by second grade children.

Fogler[2] had a group of fifth and sixth grade pupils write "free" compositions, totaling 30,000 running words. He reports, "The fifth year vocabulary totaled 512 words; the sixth year vocabulary ran to 522 words, eighty-two and eighty-four per cent, respectively, of the Rinsland vocabulary."[3]

Driggs[4] made a study of letters written out-of-school by boys and girls twelve to fifteen years of age. He reports that about ninety per cent of the words used in these letters

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[1] Dorothy Louise Cronin, "A Study of the Written Vocabulary of Second Grade Children," Unpublished Master's Degree Thesis, School of Education, Boston University, 1946

[2] Sigmund Fogler, "The Case for a Basic Written Vocabulary," Elementary School Journal, Vol. 47 (September, 1946), 43-47

[3] Ibid., p. 47

[4] H. W. Driggs, "The Vocabulary of Letters of Boys and Girls 12 to 15 Years of Age Inclusive," Journal of Experimental Education, Vol. 2 (June, 1934), 339-355

fall within the first one thousand on the Thorndike list; about eighty-five per cent fall within the first five hundred. The boys showed a higher percentage of words not in the first one thousand of the Thorndike list than did the girls.

Witty and Fry[1] made a study of the vocabulary used by college students in a composition describing the characteristics of their best liked teachers. Students were given twenty-five minutes to write and no mention of vocabulary was made. Compositions and Inglis vocabulary test scores of 170 freshmen and 170 juniors and seniors of the School of Education and the College of Liberal Arts of the University of Kansas were used in this study. It was found that eighty-five per cent of the words written by freshmen fell in the first one thousand in the Thorndike Word Book, and eighty-four per cent of the words of upperclassmen appeared on this list. The median number of words written by freshmen was 231.07; by upperclassmen, 277.77. There were low correlations, .18 and .25, between the Inglis Vocabulary Test scores and the written words.

Two adult studies have been made, one by Witty[2] and one

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[1] P. A. Witty and Mabel Fry, "The Vocabulary Content of Compositions Written by College Students," Journal of Educational Research, Vol. 19 (February, 1929), 135

[2] Paul Witty, "Some Suggestions for Vocabulary Development in Public Schools," Educational Administration and Supervision, Vol. 36 (May, 1945), 271-282

by Anderson.[1] Witty prepared a list containing the words most frequently used by a soldier in his everyday life. He found vocabulary development the most important need in eradicating illiteracy. At the other extreme Anderson analyzed letters of seventeen gifted writers and found 23,500 different words in only 704,000 running words.

These and other studies indicate the amount of work done on word lists and writing vocabulary research. Although there are many studies of written vocabulary for primary and intermediate grade children, for college students, and for adults, the writer has been unable to find any studies of the written vocabulary of the pupils of the terminal three years of high school. A study of the written vocabulary of the pupils of grades ten, eleven, and twelve should, therefore, be of interest and value in the educational field.

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[1] Marion Anderson, "The Quality of the Adult Writing Vocabulary," Elementary English Review, Vol. 11 (May, 1934), 135-138

# Chapter II

## EXPERIMENTAL PLAN

The purpose of this study, which has already been stated, is to discover differences in the extent and level of the written vocabulary used by pupils of Grades X, XI, and XII.

The plan used was the showing of a one-reel film to groups of sophomores, juniors, and seniors and then having them write a newspaper report of it. The movie gave all the pupils something about which to write, and from the results it was possible to obtain a fairly accurate comparison of the pupils' vocabulary. The words used in the papers were then compared with the Durrell and the Durrell-Sullivan word lists mentioned in the preceding chapter.

The film selected for this purpose was a ten-minute one-reel sound film entitled The House I Live In by Albert Maltz and starred Frank Sinatra. This motion picture, attacking racial and religious intolerance, is well presented and has enough emotional appeal to interest almost any high school pupil. It was shown in the school auditorium at the beginning of the third, fourth, fifth, and sixth periods to thirty English classes. The divisions selected to see this movie represented a cross section of the whole school and consisted of one A group, two B groups, four C groups, and

three D-F groups of each of the three classes, sophomore, junior, and senior. Approximately 550 pupils were shown the film.

As soon as the pupils were seated in the auditorium, the following information and instructions were given to them:

"This morning you have been invited to come to the auditorium to see a one-reel motion picture, The House I Live In, starring Frank Sinatra. After you have seen this film, you will return to your English classes, where you will write a report of it, such as one a good newspaper reporter might use. You will describe the movie and comment upon it as you wish, making your account as readable and as accurate as possible.

"In order to do this well, you must be very observing. While watching this movie, why not imagine yourself a reporter? Remember that he notices all details and takes notes if necessary.

"Let us see how vividly you high school pupils can report the incidents and ideas presented in this movie."

After seeing the movie, the pupils returned to their English classes, where their teachers read the following set of instructions:

1. "Write your name and class in the upper right-hand corner of the paper. Example: John Smith XI

2. If you are studying Latin now or if you have studied it, write below your name the word Latin and the number of

years you have studied this language.

Example: John Smith XI
Latin 3

3. If you had seen the movie before, write seen before below your name. Example: John Smith XI
Latin 3
Seen before

4. Write on only one side of the paper.

5. If possible, write with pen.

6. Do not fold papers.

7. Provide a title if you wish.

8. Write legibly.

You will now write your report of the movie The House I Live In. Remember to describe the film and the ideas presented in as vivid a manner as possible. You will be allowed twenty-five minutes."

Pupils were allowed to use dictionaries if they did so voluntarily.

## DESCRIPTION OF POPULATION

The city in which this experiment was carried on is a New England industrial city with a population of about 35,000. Textiles, shoes, paper products, and refrigerators are among its many industries. Although the largest per cent of the residents are of French descent, there are many people of Greek, Polish, and Lithuanian extraction. Foreign languages,

especially French, are spoken somewhat in a large number of homes, and no English at all is spoken in the homes of many pupils.

The high school in this city is a three-year high school with a total registration of about 1050 pupils. The majority of the pupils enter from the junior high school, but some come from the parochial schools of the city as well as from public schools of the surrounding towns. There are four parochial schools, in three of which French is taught and spoken.

The largest enrollment is in the general course; the second largest, the commercial course; and the third largest, the Latin course. The smallest enrollment of all is in the home economics department.

About twenty-five per cent of the graduates last June continued their education in schools of higher education. Of the 303 who graduated, fifty enrolled in four-year colleges and normal schools. Twenty-eight entered accredited junior colleges and training schools for nursing, business, and auto mechanics. In addition to these, ten continued their studies either at the high school or at St. John's Preparatory School.

## MENTAL AGES

All papers written by pupils who had seen the movie The House I Live In before were excluded from the study. Then the chronological ages and intelligence quotients (Otis Quick

Scoring, Beta Form) of all other pupils were recorded. From these data the mental ages were figured. The following chart gives the mental ages of all the pupils used in the study:

| Mental Ages | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 23 -- 23-11 | 0 | 0 | 1 |
| 22 -- 22-11 | 0 | 1 | 4 |
| 21 -- 21-11 | 1 | 5 | 12 |
| 20 -- 20-11 | 2 | 13 | 15 |
| 19 -- 19-11 | 8 | 13 | 25 |
| 18 -- 18-11 | 18 | 32 | 33 |
| 17 -- 17-11 | 38 | 29 | 16 |
| 16 -- 16-11 | 19 | 19 | 11 |
| 15 -- 15-11 | 16 | 10 | 5 |
| 14 -- 14-11 | 11 | 3 | 0 |
| 13 -- 13-11 | 0 | 0 | 0 |
| 12 -- 12-11 | 1 | 0 | 0 |
| N | 114 | 125 | 122 |
| Mean | 17.08 | 18.06 | 19.13 |

# Chapter III

## ANALYSIS OF FINDINGS

Since little scientific information about written vocabulary of high school pupils is now available, the technique of having the pupils of Grades X, XI, and XII describe the same situation, an appealing movie, for example, helps to discover some valuable information about the level and extent of their vocabulary. From the data obtained from this study, it was possible to obtain the following:

1. Differences in the number of words pupils of Grades X, XI, and XII use to describe the same situation.
2. Differences in the level of vocabulary used.
3. The growth of written vocabulary from year to year.
4. Sex differences in written vocabulary.
5. Intelligence differences in written vocabulary.
6. Differences in written vocabulary between Latin pupils and others of the same mental ability.
7. Extent and level of a high school pupil's core vocabulary.

Three word counts of the papers written by the pupils were made. The three separate word counts are the following:

1. Number of running words used to describe the film.
2. Number of words off the third level of the Durrell list.
3. Number of different words off the Durrell-Sullivan

list.

The following rules concerning these word counts were observed:

1. The singular, plural, and possessive of a word counted as only one word.

2. Various verb forms counted as only one word.

3. The same words used as a different part of speech and with different meanings counted as separate words.

There was a total of 79,053 running words used to describe the film The House I Live In. This writing was restricted to a twenty-five minute period immediately after the pupils saw the movie. Of this total number, 27,018 of the words were used by 114 sophomores; 25,500, by 125 juniors; 26,535, by 122 seniors.

The following tables show the specific differences in the written vocabulary of the pupils mentioned above.

TABLE I

DIFFERENCES BETWEEN GRADES ON VARIOUS FACTORS

A. DIFFERENCES BETWEEN GRADES X, XI, XII IN THE TOTAL NUMBER OF WORDS WRITTEN

| | N | Mean | $S.E_M$ | Difference | M1-M2 | S.E. Diff. | C. R. |
|---|---|---|---|---|---|---|---|
| X | 114 | 237.0 | 8.50 | Grades X-XI | 33.0 | 10.04 | 3.3 |
| XI | 125 | 204.0 | 5.36 | " XI-XII | 13.5 | 8.31 | 1.6 |
| XII | 122 | 217.5 | 6.36 | " X-XII | 19.5 | 10.6 | 1.8 |

Table I shows the differences between grades of the

written vocabulary of pupils of Grades X, XI, and XII. The total number of words written by the pupils in the allotted twenty-five minutes, the number of words used that were off the third level of the Durrell lists, and the percentage of different words off the Durrell-Sullivan list are the three factors considered.

Table I-A gives the total number of words written by the pupils of these three grades. The Grade X pupils wrote more copiously than those of Grades XI and XII; and oddly enough, the Grade XI pupils wrote the fewest words. The critical ratios of 1.6 and 1.8 indicate that the differences in means between Grades XI and XII and between X and XII are not statistically significant. The greatest difference, however, occurred between the tenth and eleventh grades, with the sophomore mean of 237 words and the junior mean of only 204. The critical ratio of 3.3 is statistically significant if one accepts the criterion of a critical ratio of 3 as indicating significance. It is difficult to explain these differences. Table II shows that the distribution of scores is normal, so that these differences in means are not weighted by a few extreme cases. Also if medians were used instead of means, the findings would not be materially changed. Analyses of sex differences in Table III show that both boys and girls wrote fewer words than pupils of other grades; thus the deviation is not due to sex.

This study, therefore, reveals that instead of an increase in the number of words written year by year, there was a decrease and a definite drop-off in Grade XI.

B. DIFFERENCES IN NUMBER OF WORDS OFF THIRD LEVEL OF DURRELL LIST USED BY PUPILS OF GRADES X, XI, XII

| | N | Mean | $S.E_M$ | Difference M1-M2 | | S.E. Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| X | 114 | 42.70 | 1.31 | Grades X-XI | 3.40 | 1.9 | 1.8 |
| XI | 125 | 39.30 | 1.32 | " XI-XII | 8.60 | 2.2 | 4.0 |
| XII | 122 | 47.90 | 1.72 | " X-XII | 5.20 | 2.3 | 2.3 |

Table I-B indicates the number of words off the third level of the Durrell list used by pupils of Grades X, XI, and XII. Although the total number of words written by the sophomores was larger than that of the seniors, their words were simpler and less discriminating and varied than were the words used by seniors. The sophomore mean of words off the list was 42.70, while the senior mean was 47.90, a difference of 5.20 words. The greatest difference, however, was between the juniors and seniors. The junior mean was only 39.30 compared with 47.90, the mean of the senior group. A critical ratio of 4.0 shows that this difference is statistically significant.

C. DIFFERENCES IN THE PERCENTAGE OF DIFFERENT WORDS OFF DURRELL-SULLIVAN LIST USED BY PUPILS OF GRADES X, XI, XII

| | N | Mean | $S.E_M$ | Difference M1-M2 | | S.E. Diff. | C. R. |
|---|---|---|---|---|---|---|---|
| X | 114 | 10.26 | .35 | Grades X-XI | 1.02 | .50 | 2.0 |
| XI | 125 | 11.28 | .36 | " XI-XII | .30 | .49 | .61 |
| XII | 122 | 11.58 | .33 | " X-XII | 1.32 | .48 | 2.8 |

Table I-C shows the percentage of different words off the Durrell-Sullivan list used by pupils of Grades X, XI, and XII. There was a gradual increase in the percentage of different words used. The greatest increase exists between the tenth and twelfth grades, although the critical ratio of 2.8 is not quite statistically significant. In more than one hundred chances to one, however, there may be a true difference. In spite of the fact that the pupils of Grade XI wrote a smaller total number of words and fewer words off the third level of the Durrell-Sullivan list, they did show that they used a higher per cent of different words than the sophomores. A critical ratio of 2.0 indicates that in about one hundred chances to five the difference in the means of the two groups may be real.

TABLE II

DIFFERENCES IN THE RANGE OF SCORES IN A SINGLE GRADE

A. TOTAL NUMBER OF WORDS WRITTEN BY PUPILS OF GRADES X, XI, XII

| Words | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 450-499 | 1 | 0 | 1 |
| 400-449 | 5 | 0 | 1 |
| 350-399 | 9 | 2 | 5 |
| 300-349 | 13 | 7 | 7 |
| 250-299 | 19 | 15 | 19 |
| 200-249 | 24 | 40 | 33 |
| 150-199 | 22 | 38 | 38 |
| 100-149 | 17 | 21 | 18 |
| 50-99 | 4 | 2 | 0 |
| N | 114 | 125 | 122 |
| Mean | 237.0 | 204.0 | 217.5 |
| S. D. | 91.0 | 60.0 | 65.0 |
| Range | 60-460 | 92-391 | 108-468 |

Table II gives the range of scores in each of the three grades and includes the total number of words written, the number of words off the third level of the Durrell list, and the percentage of different words off the Durrell list.

Table II-A indicates the differences in the total number of words written in the allotted twenty-five minutes. A senior wrote the longest paper, consisting of 468 words,

while a sophomore wrote the shortest one of only 60 words. It is interesting to note that although the senior median was lower than that of the sophomores, the range was 108-468 compared with the sophomore range of 60-460. This table shows considerable overlapping among the three grades. The standard deviation for Grade XI is lowest, showing this grade to be most homogeneous, while Grade X has most variability.

B. DIFFERENCES IN THE RANGE OF WORDS OFF THE THIRD LEVEL OF DURRELL LIST IN A SINGLE GRADE

| Words | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 100-109 | 0 | 1 | 2 |
| 90-99 | 1 | 0 | 1 |
| 80-89 | 1 | 1 | 7 |
| 70-79 | 6 | 3 | 7 |
| 60-69 | 12 | 6 | 11 |
| 50-59 | 15 | 15 | 21 |
| 40-49 | 31 | 26 | 28 |
| 30-39 | 17 | 37 | 23 |
| 20-29 | 24 | 34 | 21 |
| 10-19 | 7 | 2 | 1 |
| N | 114 | 125 | 122 |
| Mean | 42.70 | 39.30 | 47.90 |
| S. D. | 13.80 | 14.80 | 18.90 |
| Range | 9-98 | 18-103 | 21-104 |

Table II-B, showing the total number of words off the third level of the Durrell list, points to the low mean in

Grade XI. This may be expected, however, and is in keeping with the low total number of words written. A senior used as many as 104 words off the third level, but a junior wrote almost as many. The senior using the fewest words wrote more than twice as many as the lowest sophomore; in fact, the junior using eighteen words off this list doubled the sophomore low of nine words. The standard deviation for Grade X, 13.80, indicates that this group shows less variability than the junior and sophomore groups. The senior group is the least homogeneous.

C. DIFFERENCES IN THE PERCENTAGE OF DIFFERENT WORDS OFF DURRELL-SULLIVAN LIST USED BY PUPILS OF GRADES X, XI, AND XII

| Percentage | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 30-31 | 0 | 1 | 0 |
| 28-29 | 0 | 0 | 0 |
| 26-27 | 0 | 0 | 0 |
| 24-25 | 0 | 0 | 0 |
| 22-23 | 0 | 1 | 2 |
| 20-21 | 1 | 1 | 1 |
| 18-19 | 4 | 6 | 7 |
| 16-17 | 9 | 6 | 8 |
| 14-15 | 7 | 18 | 13 |
| 12-13 | 20 | 18 | 27 |
| 10-11 | 17 | 29 | 21 |
| 8-9 | 25 | 26 | 31 |
| 6-7 | 24 | 15 | 10 |
| 4-5 | 5 | 4 | 2 |
| 2-3 | 2 | 0 | 0 |
| N | 114 | 125 | 122 |
| Mean | 10.26% | 11.28% | 11.58% |
| S. D. | 3.78% | 4.02% | 3.74% |
| Range | 3-21 | 4-31 | 5-23 |

Table II-C, pointing to the percentages of different

words off the Durrell-Sullivan list, shows a gradual increase year by year in the use of more difficult words, the greatest difference being between Grades X and XII. The most homogeneous group is Grade XII with a standard deviation of 3.74, while Grade XI, with a standard deviation of 4.02, has most variability. The person using the highest per cent of different words off the Durrell-Sullivan list was a junior with a total of thirty-one per cent compared with the high senior percentage of only twenty-three. The three grades varied very little in the smallest percentage of words used, and the table shows a yearly increase of one per cent. The means for these groups have already been mentioned in Table I-C.

TABLE III

SEX DIFFERENCES IN THE WRITTEN VOCABULARY OF PUPILS OF GRADES X, XI, AND XII

A. SEX DIFFERENCES IN THE TOTAL NUMBER OF WORDS WRITTEN

| | N | Mean | S. D. | $S.E_M$ | Difference M1-M2 | S.E. Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Girls | 134 | 243.0 | 64.00 | 5.5 | 35.00 | 7.8 | 4.5 |
| Boys | 134 | 208.0 | 65.00 | 5.6 | | | |

Table III shows the sex differences in the written vocabulary of pupils of Grades X, XI, and XII. The 134 pupils of each sex were equated according to mental age.

Table III-A indicates that the girls with the same mental ages as the boys wrote papers of greater length. The

critical ratio of 4.5 is statistically significant.

B. SEX DIFFERENCES IN THE NUMBER OF WORDS OFF THE THIRD LEVEL OF THE DURRELL LIST

| | N | Mean | S.D. | $S.E_M$ | Difference M1-M2 | S.E. Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Girls | 134 | 47.1 | 18.60 | 1.6 | 5.3 | 2.4 | 2.2 |
| Boys | 134 | 41.8 | 15.90 | 1.8 | | | |

Table III-B indicates the sex differences in the number of words used that were not included on the third level of the Durrell list. The girls, with a mean of 47.1 compared with the boys' mean of 41.8, showed the use of more varied vocabulary than the boys. The critical ratio of 2.2, although not statistically significant, does mean that in almost one hundred chances to one a true difference between the means exists.

C. SEX DIFFERENCES IN THE PERCENTAGE OF DIFFERENT WORDS OFF THE DURRELL-SULLIVAN LIST

| | N | Mean | S.D. | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Girls | 134 | 10.96 | 3.87 | .33 | .39 | .48 | .81 |
| Boys | 134 | 11.35 | 4.11 | .35 | | | |

Table III-C points out that the boys used a slightly higher per cent of different words off the Durrell-Sullivan list than the girls. Although the boys did not write so

many words as the girls and did not use so many words off the third level of the Durrell-Sullivan list, their using a higher per cent of different words indicates that their written vocabulary is slightly more varied and discriminating. A critical ratio of .81 is not statistically significant, however.

D. SUMMARY OF SEX DIFFERENCES IN THE WRITTEN VOCABULARY OF PUPILS OF GRADES X, XI, AND XII

GIRLS

| Grade | N | Range | Means: Length | Means: Words Off Third Level of Durrell List | Means: % of Different Words Off Durrell-Sullivan List |
|---|---|---|---|---|---|
| X | 43 | 72-460 | 272.0 | 46.80 | 10.14 |
| XI | 43 | 77-390 | 223.5 | 43.30 | 11.20 |
| XII | 48 | 105-468 | 235.0 | 50.80 | 11.54 |
| N | 134 | | | | |

BOYS

| Grade | N | Range | Means: Length | Means: Words Off Third Level of Durrell List | Means: % of Different Words Off Durrell-Sullivan List |
|---|---|---|---|---|---|
| X | 43 | 60-385 | 221.0 | 43.30 | 10.69 |
| XI | 43 | 92-391 | 192.0 | 35.20 | 11.26 |
| XII | 48 | 108-402 | 211.0 | 46.60 | 12.10 |
| N | 134 | | | | |

Table III-D, the summary table of sex differences,

indicates the written vocabulary of the boys and the girls according to grade. The range shows that the sophomore girls wrote the largest number of words, while the senior girls came next. The smallest number, written by a sophomore girl, was 72, while a sophomore boy wrote only 60 words. The means point to the fact that the enthusiastic sophomore girls wrote most freely, the juniors wrote considerably less copiously than the other groups, and the sophomore boys used more words than the boys of the other two grades.

The senior girls had a slightly higher mean for the number of words off the third level of the Durrell list, while the senior boys had the largest percentage of different words off the Durrell-Sullivan list.

This study of sex differences, therefore, indicates that the girls wrote more copiously than the boys, the senior girls used most words off the Durrell list, and the senior boys wrote the highest per cent of different words off the Durrell-Sullivan list. Both boys and girls in Grade XI show a drop-off in the total number of words written and in the number of words off the Durrell list. The only consistent improvement shown grade by grade was in the percentage of different words off the list.

TABLE IV

INTELLIGENCE DIFFERENCES IN THE WRITTEN VOCABULARY OF PUPILS OF GRADES X, XI, AND XII

A. INTELLIGENCE DIFFERENCES IN TOTAL NUMBER OF WORDS WRITTEN BY PUPILS OF GRADES X, XI, XII

| | N | Mean | $S.E_M$ | S.D. | Differences M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Highest 25% of Mental Ages | 90 | 212.50 | 7.7 | 73.00 | 3.0 | 10.3 | .29 |
| Lowest 25% of Mental Ages | 90 | 209.50 | 6.9 | 65.50 | | | |

Table IV shows the differences in written vocabulary between the twenty-five per cent of the pupils of each grade having the highest mental ages and the twenty-five per cent with the lowest mental ages. Ninety pupils were included in each of these groups.

Table IV-A points out the differences of the two extremes in the total number of words written in the twenty-five minute period. The mean for the high group was 212.50, while that of the low mental group was 209.5, a difference of only 3.0. The critical ratio of .29 is not statistically significant, and points to the fact that there is a very slight difference in the means of these two groups.

B. INTELLIGENCE DIFFERENCES IN THE NUMBER OF WORDS OFF THE THIRD LEVEL OF THE DURRELL LIST USED BY PUPILS OF GRADES X, XI, AND XII

| | N | Mean | S.D. | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Highest 25% of Mental Ages | 90 | 46.30 | 16.70 | 1.8 | 9.7 | 2.29 | 4.2 |
| Lowest 25% of Mental Ages | 90 | 36.60 | 13.50 | 1.4 | | | |

Table IV-B, indicating the number of words off the third level of the Durrell list used by these extreme groups, definitely shows the relationship between vocabulary and intelligence. The mean for the higher group was 46.30, while for the lower mental age group it was 36.60, a difference of 9.7. With a critical ratio of 4.2 a true difference between the means exists.

C. INTELLIGENCE DIFFERENCES IN THE PERCENTAGE OF DIFFERENT WORDS OFF THE DURRELL-SULLIVAN LIST USED BY PUPILS OF GRADES X, XI, AND XII

| | N | Mean | S.D. | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Highest 25% of Mental Ages | 90 | 13.09 | 3.96 | .42 | 3.57 | .62 | 5.8 |
| Lowest 25% of Mental Ages | 90 | 9.52 | 4.29 | .45 | | | |

Table IV-C points out the percentages of different words off the Durrell-Sullivan list used by the ninety pupils of each group. The difference between the two means is 3.57, and the critical ratio is 5.8, indicating that the difference between the achievements of the two groups is a real one.

Thus this phase of the study shows that intelligence was an important factor in written vocabulary of these pupils. Those with high mental ages certainly used a richer and a more varied written vocabulary than the low mental group.

TABLE V

DIFFERENCES IN THE LEVEL AND THE EXTENT OF WRITTEN VOCABULARY OF LATIN AND NON-LATIN PUPILS OF GRADES X, XI, AND XII

A. DIFFERENCES BETWEEN THE LATIN AND THE NON-LATIN PUPILS OF GRADES X, XI, AND XII IN THE TOTAL NUMBER OF WORDS WRITTEN

| | N | Mean | Range | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Latin Pupils | 60 | 222.10 | 104-402 | 9.2 | 12.70 | 13.62 | .93 |
| Non-Latin Pupils | 60 | 209.40 | 77-460 | 10.14 | | | |

Table V shows the differences in the level and extent of Latin and non-Latin pupils of Grades X, XI, and XII. Sixty pupils who had studied Latin or were studying it were compared with sixty who knew no Latin. These groups were equated according to mental age, sex, and grade.

Table V-A indicates the differences in the total number of words these pupils used. There was a difference in the means of only 12.70 words. The critical ratio .93 shows that the difference is not statistically significant. Obviously, the knowledge of Latin had little effect on the amount written. The range of the two groups, however, is interesting.

B. DIFFERENCES BETWEEN LATIN AND NON-LATIN PUPILS OF GRADES X, XI, AND XII IN THE NUMBER OF WORDS OFF THE THIRD LEVEL OF THE DURRELL LIST

| | N | Mean | Range | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Latin Pupils | 60 | 54.83 | 23-103 | 2.4 | 13.63 | 3.5 | 3.9 |
| Non-Latin Pupils | 60 | 41.20 | 15-104 | 2.5 | | | |

Table V-B shows a more decided difference between the two groups in the number of words off the Durrell list than in the total number of words written. The critical ratio of 3.9 indicates that the difference in the means is statistically significant.

C. DIFFERENCES BETWEEN LATIN AND NON-LATIN PUPILS OF GRADES X, XI, AND XII IN THE PERCENTAGE OF DIFFERENT WORDS OFF THE DURRELL-SULLIVAN LIST

| | N | Mean | Range | $S.E_M$ | Difference M1-M2 | S.E.Diff. | C.R. |
|---|---|---|---|---|---|---|---|
| Latin Pupils | 60 | 13.40 | 7-31 | .60 | 1.56 | .60 | 2.6 |
| Non-Latin Pupils | 60 | 11.84 | 4-21 | .06 | | | |

Table V-C points out that the percentages of different words off the Durrell-Sullivan list is higher for Latin pupils than for those not studying the language. The critical ratio of 2.6 means that in at least one hundred chances to one the difference between the means is a true one. It is also interesting to note the high range of the Latin pupils contrasted with that of the other group.

TABLE VI

DIFFERENCES IN THE NUMBER AND PERCENTAGE OF WORDS ON THE THIRD LEVEL OF THE DURRELL LIST USED BY PUPILS OF GRADES X, XI, AND XII

| | N | Running Words | Words on Durrell Third Level | % of Words on Durrell Third Level |
|---|---|---|---|---|
| X | 114 | 27,018 | 22,150 | 82% |
| XI | 125 | 25,500 | 20,587 | 81% |
| XII | 122 | 26,535 | 20,691 | 78% |

Table VI, giving the number of words on the third level of the Durrell list as well as the percentages of words on this level, reveals the core vocabulary of the pupils of Grades X, XI, and XII. This table makes clear that there is a slight increase year by year in the percentage of more difficult words used by these pupils. In spite of this yearly improvement in the use of words, about eighty per cent of the words used by the pupils were on the third level of the Durrell list. It is, therefore, quite obvious that these pupils expressed themselves in relatively simple vocabulary.

# Chapter IV

## CONCLUSIONS

This study to discover the level and the extent of the written vocabulary of pupils of the terminal three years of high school presents some interesting data. The following are some of the most noticeable and pertinent conclusions:

1. The total number of running words found in this study was 79,053. Of these, 27,018 were used by 114 sophomores; 25,500, by 125 juniors; 26,535, by 122 seniors.

2. The sophomore mean for the total number of words written was several points higher than that of the juniors and seniors. The critical ratio of 1.8 indicates that the difference in the means between Grades X and XII is not statistically significant. Likewise, a critical ratio of 1.6 shows no true difference between Grades XI and XII. On the other hand, a critical ratio of 3.3 points out that the difference in means between Grades X and XI is statistically significant. There was a definite decrease in the number of words written by pupils of Grade XI in the allotted twenty-five minutes. The means for Grades X, XI, and XII were 237, 204, and 217.5, respectively.

3. The seniors used the largest number of words off the third level of the Durrell list, while the juniors used the fewest words off this list. A critical ratio of 4.0 makes

clear that the difference in means between Grades XI and XII is statistically significant, while in almost 100 chances to one a true difference between the means of Grades X and XII exists.

4. The increase in the percentage of different words off the Durrell-Sullivan list shows a gradual yearly improvement in the pupils' vocabulary. The sophomore mean was 10.26 per cent; the junior mean, 11.28 per cent; and the senior mean, 11.58. The critical ratios indicate, however, that the differences in means are not statistically significant.

5. A senior wrote as many as 468 words, while a sophomore wrote as few as 60 words. The lowest senior number was more than two thirds greater than the sophomore low, while the junior low was fifty per cent higher than that of the sophomores.

6. The sophomores showed most variability in the total number of words written, and the juniors were most homogeneous.

7. The seniors showed most variability in the range of words off the third level of the Durrell list, and the sophomores were most homogeneous.

8. For percentages of different words off the Durrell list the juniors showed most variability, and the seniors the least.

9. The girls of the same mental ability as the boys tended to write papers of greater length. The mean for the

girls was 243; for the boys it was 208. A critical ratio of 4.5 shows that the difference in means is statistically significant.

10. The girls used more words off the third level of the Durrell list than the boys. The difference in means, 2.2, was not statistically significant, however, but indicates that in almost one hundred chances to one a true difference exists.

11. The boys used a slightly higher per cent of different words not included anywhere on the list than the girls. There was a difference of only .39 in the means, and, of course, a real difference does not exist.

12. Although the pupils of high mental ability used more words than those with low mental ages, a critical ratio of .29 points out that the difference in means is not statistically significant.

13. The mean for the high mental ability group for words off the third level of the Durrell list was 46.30 compared with a mean of 36.30 for the other extreme group. A critical ratio of 4.2 indicates that the difference is significant.

14. This same group also used a much higher percentage of different words off the Durrell-Sullivan list. Statistical significance was indicated by a 5.8 critical ratio. Intelligence, therefore, seemed an important fact in the study of the written vocabulary of these pupils.

15. The Latin pupils tended to write more words and to

use more specific and discriminating words than the pupils who had not studied this language. The difference in the means for the total number of words used, however, was not statistically significant as indicated by a critical ratio of .93. There was a greater difference in the number of words off the third level of the Durrell list, and a critical ratio of 3.9 shows a statistical significance. Again, the Latin students used a greater percentage of words off the Durrell-Sullivan list, and a critical ratio of 2.6, although not indicating a significant difference in the means, does make clear that in at least one hundred chances to one a real difference exists.

16. The sophomores, who wrote more copiously than the juniors and seniors, wrote in great detail and were somewhat repetitious. On the other hand, the upperclassmen wrote more critically and used more discriminating vocabulary.

17. In general, these high school pupils expressed themselves in very simple vocabulary. Eighty per cent of the words used are included on the first three levels of the Durrell list. Of the words written by seniors, 78 per cent appear on this level; of those written by juniors, 81 per cent; and of those used by sophomores, 82 per cent.

# Chapter V

# SUGGESTIONS AND COMMENTS

## SUGGESTIONS

There are certain limitations to this study of the written vocabulary of high school pupils. If a similar study were to be made, the following suggestions may be of some value.

Instead of having the pupils write about one film as the pupils of this school did, the validity of the study should be increased if they wrote about two or possibly three films. The vocabulary necessary to describe more than one movie would be less restricted than that needed for just one. Another advantage is that the writings of the pupils would be obtained at different times, thus preventing too much emphasis being placed on one sample that might have been written on a day when a pupil was nervous or not physically well. The experiment should be carried on at the same time of year, however, preferably not too late in the school year when pupils are getting restless and are eager for vacation.

Instead of having several English teachers assist in carrying on the experiment, it would be more satisfactory to have only one or possibly two or three carefully seledted teachers. Those who are really interested in vocabulary building, in composition, and in the study itself should be the ones chosen.

Instead of having the sampling consist of the pupils in only one high school, it would be advisable to have two or three high schools in different types of communities represented. Combining pupils of industrial and residential communities would increase the reliability of a study of the vocabulary of high school pupils.

An interesting addition to this study would be to find the relationship between recognition of words and the tendency of the pupils to use these words in their writing. The results of the Inglis Vocabulary Test may be correlated with writing vocabulary. This research would show to what degree training in word recognition is transferred to word usage in pupils' compositions.

## COMMENTS

This study of the extent and level of written vocabulary of high school pupils makes evident the need of more vocabulary building, especially active vocabulary. Although intelligence is apparently a very important factor in written vocabulary, pupils of average ability and less would undoubtedly benefit by good teaching. Special techniques such as flash card exercises, games, and dictionary drills with constant repetition should help pupils become conscious of the value of using specific and forceful words. Always using new words in a sentence or phrase helps to make the words meaningful. Periodic flash card review of words already studied is

stimulating and most valuable.

A second need in high school teaching revealed by this study is the developing of sentence sense, especially among the pupils of lower mental ability. The most serious type of error found was the run-on sentence. Again special drills and exercises should be given to those pupils needing assistance. Group work within a class will generally solve this problem, but serious cases should be referred to the remedial teacher if there is one available.

Stress on spelling is a third need revealed by this vocabulary study. Although on the whole the spelling was fairly accurate, a certain group of pupils in each of the three classes should benefit by some spelling help. Actual teaching of words in the classroom is what is necessary. Merely dictating and correcting a list of twenty-five or fifty words without actual study and follow-up often leads only to confusion. Pupils showing extreme inability to spell should also be referred to the remedial teacher. A spelling list composed of the words misspelled on the papers used in such a study as this should be made and then used as a part of the spelling program.

A fourth need of some pupils brought out by this study is help in grammar and punctuation. These papers pointed out lack of understanding or application of many rules in usage and punctuation. Exercises made up of sentences found in

student-written papers may be prepared and then used to teach the principles that the pupils need most.

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# APPENDIX

TABLE SHOWING MATCHING OF SEX DIFFERENCES ACCORDING TO GRADE AND MENTAL AGE

| | Girls | | Boys | |
|---|---|---|---|---|
| Pair | Grade | Mental Age | Grade | Mental Age |
| 1 | XII | 22-11 | XII | 22-10 |
| 2 | " | 22- 2 | " | 22- 5 |
| 3 | " | 21-11 | " | 21-11 |
| 4 | " | 21- 8 | " | 21- 8 |
| 5 | " | 21- 4 | " | 21- 5 |
| 6 | " | 20-10 | " | 20-10 |
| 7 | " | 20- 6 | " | 20- 8 |
| 8 | " | 20- 4 | " | 20- 3 |
| 9 | " | 20- 2 | " | 20- 2 |
| 10 | " | 20- 2 | " | 20- 0 |
| 11 | " | 20- 0 | " | 20- 0 |
| 12 | " | 20- 0 | " | 19-11 |
| 13 | " | 19-11 | " | 19-11 |
| 14 | " | 19-10 | " | 19-10 |
| 15 | " | 19- 9 | " | 19-10 |
| 16 | " | 19- 8 | " | 19- 8 |
| 17 | " | 19- 7 | " | 19- 7 |
| 18 | " | 19- 7 | " | 19- 7 |
| 19 | " | 19- 5 | " | 19- 5 |
| 20 | " | 19- 4 | " | 19- 3 |
| 21 | " | 19- 3 | " | 19- 2 |
| 22 | " | 19- 1 | " | 19- 1 |
| 23 | " | 19- 0 | " | 19- 1 |
| 24 | " | 18-11 | " | 19- 0 |
| 25 | " | 18-10 | " | 18-11 |
| 26 | " | 18-9 | " | 18- 8 |
| 27 | " | 18- 8 | " | 18- 8 |
| 28 | " | 18- 8 | " | 18- 7 |
| 29 | " | 18- 6 | " | 18- 6 |
| 30 | " | 18- 6 | " | 18- 6 |
| 31 | " | 18- 6 | " | 18- 5 |
| 32 | " | 18- 4 | " | 18- 3 |
| 33 | " | 18- 3 | " | 18- 2 |
| 34 | " | 18- 3 | " | 18- 2 |
| 35 | " | 18- 3 | " | 18- 2 |
| 36 | " | 18- 3 | " | 18- 0 |
| 37 | " | 18- 1 | " | 18- 0 |
| 38 | " | 18- 1 | " | 18- 0 |
| 39 | " | 17- 6 | " | 18- 0 |
| 40 | " | 17- 5 | " | 17- 6 |
| 41 | " | 17- 4 | " | 17- 4 |
| 42 | " | 17- 4 | " | 17- 4 |

TABLE SHOWING MATCHING OF SEX DIFFERENCES ACCORDING TO GRADE AND MENTAL AGE

| | Girls | | Boys | |
|---|---|---|---|---|
| Pair | Grade | Mental Age | Grade | Mental Age |
| 43 | XII | 17- 2 | XII | 17- 2 |
| 44 | " | 17- 1 | " | 16-11 |
| 45 | " | 16- 6 | " | 16- 8 |
| 46 | " | 16- 2 | " | 16- 1 |
| 47 | " | 15-11 | " | 16- 1 |
| 48 | " | 15- 7 | " | 15- 6 |
| 49 | XI | 21- 5 | XI | 21- 4 |
| 50 | " | 21- 2 | " | 21- 3 |
| 51 | " | 20- 8 | " | 20- 6 |
| 52 | " | 20- 6 | " | 20- 6 |
| 53 | " | 20- 3 | " | 20- 4 |
| 54 | " | 20- 0 | " | 20- 0 |
| 55 | " | 19-10 | " | 19- 9 |
| 56 | " | 19- 7 | " | 19- 8 |
| 57 | " | 19- 4 | " | 19- 4 |
| 58 | " | 19- 3 | " | 19- 1 |
| 59 | " | 19- 0 | " | 19- 0 |
| 60 | " | 18-10 | " | 18-11 |
| 61 | " | 18- 9 | " | 18-10 |
| 62 | " | 18- 8 | " | 18- 8 |
| 63 | " | 18- 3 | " | 18- 4 |
| 64 | " | 18- 3 | " | 18- 4 |
| 65 | " | 18- 3 | " | 18- 4 |
| 66 | " | 18- 0 | " | 18- 2 |
| 67 | " | 18- 0 | " | 18- 1 |
| 68 | " | 18- 0 | " | 18- 0 |
| 69 | " | 17-11 | " | 18- 0 |
| 70 | " | 17-10 | " | 17-11 |
| 71 | " | 17- 7 | " | 17- 7 |
| 72 | " | 17- 7 | " | 17- 7 |
| 73 | " | 17- 6 | " | 17- 7 |
| 74 | " | 17- 5 | " | 17- 6 |
| 75 | " | 17- 5 | " | 17- 5 |
| 76 | " | 17- 5 | " | 17- 4 |
| 77 | " | 17- 5 | " | 17- 3 |
| 78 | " | 17- 3 | " | 17- 2 |
| 79 | " | 17- 3 | " | 17- 2 |
| 80 | " | 17- 1 | " | 17- 1 |
| 81 | " | 16- 9 | " | 16- 9 |
| 82 | " | 16- 9 | " | 16-9 |
| 83 | " | 16- 8 | " | 16- 9 |

TABLE SHOWING MATCHING OF SEX DIFFERENCES ACCORDING TO GRADE AND MENTAL AGE

| | Girls | | Boys | |
|---|---|---|---|---|
| Pair | Grade | Mental Age | Grade | Mental Age |
| 84 | XI | 16- 8 | XI | 16- 7 |
| 85 | " | 16- 7 | " | 16- 6 |
| 86 | " | 16- 6 | " | 16- 6 |
| 87 | " | 16- 1 | " | 16- 3 |
| 88 | " | 16- 1 | " | 16- 0 |
| 89 | " | 15-11 | " | 16- 0 |
| 90 | " | 15- 8 | " | 15- 8 |
| 91 | " | 15- 0 | " | 14-10 |
| 92 | X | 19-11 | " | 20- 1 |
| 93 | " | 19- 7 | " | 19- 7 |
| 94 | " | 19- 0 | " | 19- 0 |
| 95 | " | 18- 5 | " | 18- 5 |
| 96 | " | 18- 5 | " | 18- 4 |
| 97 | " | 18- 3 | " | 18- 3 |
| 98 | " | 18- 2 | " | 18- 2 |
| 99 | " | 18- 0 | " | 18- 2 |
| 100 | " | 18- 0 | " | 18- 0 |
| 101 | " | 17-11 | " | 18- 0 |
| 102 | " | 17-11 | " | 17-11 |
| 103 | " | 17-10 | " | 17-10 |
| 104 | " | 17- 9 | " | 17- 8 |
| 105 | " | 17- 7 | " | 17- 6 |
| 106 | " | 17- 6 | " | 17- 6 |
| 107 | " | 17- 5 | " | 17- 6 |
| 108 | " | 17- 4 | " | 17- 5 |
| 109 | " | 17- 3 | " | 17- 4 |
| 110 | " | 17- 2 | " | 17- 4 |
| 111 | " | 17- 2 | " | 17- 3 |
| 112 | " | 17- 2 | " | 17- 2 |
| 113 | " | 17- 1 | " | 17- 2 |
| 114 | " | 17- 1 | " | 17- 1 |
| 115 | " | 17- 1 | " | 17- 1 |
| 116 | " | 17- 0 | " | 17- 0 |
| 117 | " | 17- 0 | " | 16-11 |
| 118 | " | 16-11 | " | 16-11 |
| 119 | " | 16- 9 | " | 16- 9 |
| 120 | " | 16- 9 | " | 16- 7 |
| 121 | " | 16- 6 | " | 16- 7 |
| 122 | " | 16- 5 | " | 16- 5 |
| 123 | " | 16- 4 | " | 16- 5 |
| 124 | " | 16- 3 | " | 16- 5 |

TABLE SHOWING MATCHING OF SEX DIFFERENCES ACCORDING TO GRADE AND MENTAL AGE

| | Girls | | Boys | |
|---|---|---|---|---|
| Pair | Grade | Mental Age | Grade | Mental Age |
| 125 | X | 16- 0 | X | 15-11 |
| 126 | " | 15-10 | " | 15- 9 |
| 127 | " | 15- 4 | " | 15- 5 |
| 128 | " | 15- 3 | " | 15- 2 |
| 129 | " | 15- 3 | " | 15- 2 |
| 130 | " | 14-11 | " | 15- 0 |
| 131 | " | 14- 9 | " | 14- 9 |
| 132 | " | 14- 9 | " | 14- 7 |
| 133 | " | 14- 8 | " | 14- 6 |
| 134 | " | 14- 5 | " | 14- 5 |

TABLE SHOWING MENTAL AGES OF THE HIGHEST TWENTY-FIVE PER CENT OF EACH GRADE

| | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 1. | 21- 7 | 22- 2 | 23- 3 |
| 2. | 20- 5 | 21- 5 | 22-11 |
| 3. | 20- 1 | 21- 4 | 22-10 |
| 4. | 19-11 | 21- 3 | 22- 7 |
| 5. | 19- 9 | 21- 2 | 22- 2 |
| 6. | 19- 7 | 21- 1 | 21-11 |
| 7. | 19- 7 | 20-11 | 21-11 |
| 8. | 19- 4 | 20-10 | 21-11 |
| 9. | 19- 1 | 20-10 | 21- 8 |
| 10. | 19- 0 | 20- 8 | 21- 8 |
| 11. | 19- 0 | 20- 7 | 21- 7 |
| 12. | 18- 7 | 20- 6 | 21- 5 |
| 13. | 18- 7 | 20- 6 | 21- 4 |
| 14. | 18- 7 | 20- 6 | 21- 3 |
| 15. | 18- 5 | 20- 4 | 21- 1 |
| 16. | 18- 5 | 20- 3 | 21- 1 |
| 17. | 18- 5 | 20- 1 | 21- 1 |
| 18. | 18- 4 | 20- 0 | 20-10 |
| 19. | 18- 3 | 20- 0 | 20-10 |
| 20. | 18- 3 | 19-10 | 20- 9 |
| 21. | 18- 2 | 19- 9 | 20- 8 |
| 22. | 18- 2 | 19- 9 | 20- 6 |
| 23. | 18- 2 | 19- 8 | 20- 5 |
| 24. | 18- 2 | 19- 7 | 20- 4 |
| 25. | 18- 2 | 19- 7 | 20- 3 |
| 26. | 18- 0 | 19- 6 | 20- 2 |
| 27. | 18- 0 | 19- 4 | 20- 2 |
| 28. | 18- 0 | 19- 4 | 20- 2 |
| 29. | 18- 0 | 19- 3 | 20- 0 |
| 30. | | 19- 1 | 20- 0 |
| 31. | | 19- 0 | |

Boston University
School of Education
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TABLE SHOWING MENTAL AGES OF THE LOWEST TWENTY-FIVE PER CENT OF EACH GRADE

| | Grade X | Grade XI | Grade XII |
|---|---|---|---|
| 1. | 16- 2 | 16- 9 | 17- 8 |
| 2. | 15-11 | 16- 9 | 17- 7 |
| 3. | 15-10 | 16- 9 | 17- 6 |
| 4. | 15-10 | 16- 9 | 17- 6 |
| 5. | 15- 9 | 16- 9 | 17- 5 |
| 6. | 15- 9 | 16- 8 | 17- 4 |
| 7. | 15- 7 | 16- 8 | 17- 4 |
| 8. | 15- 7 | 16- 7 | 17 -4 |
| 9. | 15- 5 | 16- 7 | 17- 4 |
| 10. | 15- 5 | 16- 6 | 17- 2 |
| 11. | 15- 4 | 16- 6 | 17- 2 |
| 12. | 15- 4 | 16- 6 | 17- 2 |
| 13. | 15- 3 | 16- 4 | 17- 2 |
| 14. | 15- 3 | 16- 3 | 17- 1 |
| 15. | 15- 2 | 16- 1 | 16-11 |
| 16. | 15- 2 | 16- 1 | 16- 8 |
| 17. | 15- 0 | 16- 0 | 16- 8 |
| 18. | 14-11 | 16- 0 | 16- 7 |
| 19. | 14- 9 | 15-11 | 16- 6 |
| 20. | 14- 9 | 15- 8 | 16- 5 |
| 21. | 14- 9 | 15- 8 | 16- 5 |
| 22. | 14- 8 | 15- 8 | 16- 4 |
| 23. | 14- 7 | 15- 4 | 16- 2 |
| 24. | 14- 6 | 15- 4 | 16- 1 |
| 25. | 14- 5 | 15- 4 | 16- 1 |
| 26. | 14- 5 | 15- 3 | 15-11 |
| 27. | 14- 5 | 15- 2 | 15-10 |
| 28. | 14- 3 | 15- 0 | 15- 7 |
| 29. | 12- 7 | 14-10 | 15- 6 |
| 30. | | 14- 7 | 15- 6 |
| 31. | | 14- 4 | |

MATCHING TABLE SHOWING MENTAL AGE, SEX, AND GRADE OF EACH PUPIL USED IN THE LATIN STUDY

| | Latin Pupils | | | Non-Latin Pupils | | |
|---|---|---|---|---|---|---|
| | Grade | Sex | M. A. | Grade | Sex | M. A. |
| 1. | XII | F | 21- 4 | XII | F | 21- 8 |
| 2. | XII | F | 20- 2 | XII | F | 20- 4 |
| 3. | XII | F | 19- 7 | XII | F | 19- 7 |
| 4. | XII | F | 19- 5 | XII | F | 19- 5 |
| 5. | XII | F | 19- 4 | XII | F | 19- 3 |
| 6. | XII | F | 18- 9 | XII | F | 18-10 |
| 7. | XII | F | 18- 6 | XII | F | 18- 7 |
| 8. | XII | F | 18- 4 | XII | F | 18- 3 |
| 9. | XII | F | 17- 7 | XII | F | 17- 7 |
| 10. | XII | F | 17- 2 | XII | F | 17- 2 |
| 11. | XII | F | 16- 5 | XII | F | 16- 6 |
| 12. | XI | F | 20-10 | XI | F | 20-10 |
| 13. | XI | F | 20- 8 | XI | F | 20- 7 |
| 14. | XI | F | 20- 1 | XI | F | 20- 1 |
| 15. | XI | F | 18- 8 | XI | F | 18- 9 |
| 16. | XI | F | 18- 0 | XI | F | 18- 0 |
| 17. | XI | F | 17-11 | XI | F | 17-10 |
| 18. | XI | F | 17- 6 | XI | F | 17- 7 |
| 19. | XI | F | 17- 3 | XI | F | 17- 3 |
| 20. | XI | F | 16- 9 | XI | F | 16- 9 |
| 21. | XI | F | 15- 8 | XI | F | 15- 8 |
| 22. | X | F | 19- 7 | X | F | 19- 9 |
| 23. | X | F | 18- 7 | X | F | 18- 7 |
| 24. | X | F | 18- 5 | X | F | 18- 3 |
| 25. | X | F | 17- 7 | X | F | 17- 8 |
| 26. | X | F | 17- 6 | X | F | 17- 8 |
| 27. | X | F | 17- 3 | X | F | 17- 2 |
| 28. | X | F | 17- 2 | X | F | 17- 2 |
| 29. | X | F | 17- 1 | X | F | 17- 1 |
| 30. | X | F | 16- 9 | X | F | 16- 9 |
| 31. | X | F | 16- 4 | X | F | 16- 5 |
| 32. | X | F | 15- 4 | X | F | 15- 3 |
| 33. | XII | M | 21-11 | XII | M | 21-11 |
| 34. | XII | M | 21- 1 | XII | M | 21- 1 |
| 35. | XII | M | 20-10 | XII | M | 20- 9 |
| 36. | XII | M | 20- 2 | XII | M | 20- 3 |
| 37. | XII | M | 20- 0 | XII | M | 20- 0 |
| 38. | XII | M | 19- 7 | XII | M | 19- 5 |
| 39. | XII | M | 19- 1 | XII | M | 19- 2 |
| 40. | XII | M | 18- 6 | XII | M | 18- 6 |
| 41. | XII | M | 17- 4 | XII | M | 17- 4 |

MATCHING TABLE SHOWING MENTAL AGE, SEX, AND GRADE OF EACH PUPIL USED IN THE LATIN STUDY

| | Latin Pupils | | | Non-Latin Pupils | | |
|---|---|---|---|---|---|---|
| | Grade | Sex | M. A. | Grade | Sex | M. A. |
| 42. | XI | M | 21- 3 | XI | M | 21- 4 |
| 43. | XI | M | 20- 4 | XI | M | 20- 6 |
| 44. | XI | M | 18- 8 | XI | M | 18- 8 |
| 45. | XI | M | 18- 5 | XI | M | 18- 5 |
| 46. | XI | M | 18- 4 | XI | M | 18- 4 |
| 47. | XI | M | 18- 2 | XI | M | 18- 2 |
| 48. | XI | M | 18- 1 | XI | M | 18- 1 |
| 49. | XI | M | 17- 7 | XI | M | 17- 7 |
| 50. | XI | M | 17- 1 | XI | M | 17- 1 |
| 51. | XI | M | 17- 0 | XI | M | 17- 0 |
| 52. | XI | M | 16- 9 | XI | M | 16- 9 |
| 53. | XI | M | 16- 0 | XI | M | 16- 0 |
| 54. | X | M | 18- 4 | X | M | 18- 3 |
| 55. | X | M | 17-10 | X | M | 17-11 |
| 56. | X | M | 17- 4 | X | M | 17- 5 |
| 57. | X | M | 17- 2 | X | M | 17- 2 |
| 58. | X | M | 17- 1 | X | M | 17- 1 |
| 59. | X | M | 16- 5 | X | M | 16- 5 |
| 60. | X | M | 15- 5 | X | M | 15- 5 |

All 750 words should be known by end of third grade.

PRIMARY REMEDIAL READING VOCABULARY

Boston University Educational Clinic

Pre-primer (Transfer) — Book I For recognition and spelling — Words which Transfer — Book II

| 1 | 2 | | 3 | | | 4 | |
|---|---|---|---|---|---|---|---|
| a | again | said | above | has | three | afraid | late |
| about | an | saw | after | head | took | ago | lay |
| all | any | say | against | hear | tree | almost | learn |
| and | as | so | alone | heard | try | always | light |
| are | away | some | along | hope | under | animal | line |
| at | back | take | am | if | until | around | mind |
| big | be | tell | another | keep | use | ate | miss |
| can | better | thank | answer | know | very | baby | month |
| do | boy | then | ask | last | walk | bad | need |
| for | but | this | bear | laugh | way | ball | only |
| go | by | time | bed | letter | white | basket | our |
| have | call | toe | been | live | wish | because | own |
| he | came | two | before | love | without | began | paper |
| his | come | us | best | matter | work | being | part |
| I | could | want | between | meet | write | believe | pass |
| in | day | water | bird | might | year | birthday | people |
| is | did | well | black | milk | yes | boat | place |
| it | down | were | blue | more | young | bring | point |
| little | from | when | book | morning | | buy | pull |
| me | get | where | both | most | | care | reach |
| my | give | who | brown | mother | | carry | read |
| not | good | why | car | Mr. | | change | reason |
| of | had | would | cat | much | | city | remember |
| on | help | your | catch | name | | clean | rest |
| one | her | | chair | near | | cold | right |
| out | here | | children | never | | country | roll |
| see | him | | close | new | | dinner | room |
| she | house | | cover | night | | done | round |
| that | how | | cut | nothing | | each | sat |
| the | into | | does | off | | early | second |
| them | its | | dog | oh | | egg | sent |
| there | just | | door | once | | either | set |
| they | let | | eat | open | | end | several |
| to | like | | even | or | | enough | short |
| up | long | | eye | other | | evening | show |
| was | look | | far | pay | | every | sing |
| we | made | | fast | present | | fair | six |
| went | make | | feel | rabbit | | fall | something |
| what | man | | find | red | | farm | stand |
| which | many | | fine | same | | father | start |
| will | may | | first | school | | few | street |
| with | mean | | found | seem | | fire | summer |
| you | must | | four | send | | glad | table |
| | no | | friend | sleep | | great | talk |
| | now | | gave | soon | | green | ten |
| | old | | girl | still | | happy | than |
| | over | | got | stop | | high | those |
| | play | | gray | such | | hold | till |
| | please | | guess | sure | | home | today |
| | put | | half | their | | hundred | together |
| | ran | | hand | thing | | kept | town |
| | run | | hard | think | | land | |

PRIMARY REMEDIAL READING VOCABULARY

| Book II | | | | | | | | Book III |
|---|---|---|---|---|---|---|---|---|
| train | already | horse | top | 6 | page | able | forget | really |
| true | also | hot | warm | across | past | absent | free | receive |
| turn | anything | hungry | watch | address | plant | act | fruit | rich |
| upon | arm | I'll | while | afternoon | print | add | funny | rock |
| wait | bag | jump | win | air | quick | ahead | glass | rubber |
| week | barn | kind | wind | beg | quite | alike | gold | rule |
| would | beautiful | knew | window | begin | rather | alive | grade | sad |
| word | behind | large | winter | body | real | although | grow | safe |
| yellow | bell | leave | woman | break | river | among | handle | sail |
| yet | bit | left | wood | brought | save | amount | hang | sale |
| | blow | lost | yard | build | sea | angry | happen | seat |
| | board | lot | | can't | seven | anybody | hardly | sow |
| | box | men | | card | ship | apart | haven't | shine |
| | bread | minute | | case | sick | apple | horn | shoot |
| | bright | money | | cause | sign | asleep | hour | shot |
| | brother | move | | class | silk | awful | hunt | shut |
| | busy | Mrs. | | clear | sold | bank | hurry | since |
| | cap | noise | | color | sound | beat | hurt | sir |
| | child | number | | copy | south | belong | idea | size |
| | coat | often | | cress | spring | bill | inside | skin |
| | company | party | | dead | step | born | interest | slip |
| | cost | picture | | deep | store | bother | iron | slow |
| | course | piece | | didn't | suit | bottom | kick | smoke |
| | cry | poor | | die | sweet | bought | kill | soft |
| | dance | quiet | | dig | teach | bridge | knock | son |
| | dark | rain | | drive | though | broken | least | sorry |
| | different | ready | | drop | thousand | brush | lie | spend |
| | don't | ride | | cast | touch | burn | like | stamp |
| | draw | ring | | eight | visit | business | lift | spoil |
| | dress | road | | else | wail | button | listen | star |
| | drink | seen | | except | war | candy | lose | state |
| | ear | soil | | family | wash | caught | measure | station |
| | ever | snake | | felt | wear | cent | meat | steel |
| | everything | snall | | finish | weather | certain | middle | stitch |
| | expect | shoe | | fit | whether | church | mix | strange |
| | face | should | | foot | west | choose | mistake | straight |
| | feed | side | | fix | whose | climb | mountain | struck |
| | feet | sister | | forget | wide | cloth | news | study |
| | fell | sit | | front | wonder | clothes | nine | supper |
| | field | small | | hair | world | college | nobody | swim |
| | fill | snow | | hat | wrong | cook | nor | teeth |
| | five | sometime | | heart | wrote | cool | north | threw |
| | floor | song | | heavy | yesterday | count | nose | throw |
| | flower | speak | | instead | yourself | cup | o'clock | tie |
| | fly | stay | | lady | | decide | office | tire |
| | full | stone | | lead | | doctor | order | trace |
| | fun | story | | log | | doesn't | paid | trip |
| | game | strong | | low | | dollar | paint | trouble |
| | garden | sun | | nail | | dry | pencil | understand |
| | gone | suppose | | mark | | during | person | wagon |
| | ground | surpise | | mile | | excuse | pick | weigh |
| | grow | these | | mine | | fat | plan | wet |
| | hold | third | | music | | fed | possible | when |
| | hide | thought | | myself | | fight | pound | won't |
| | hill | through | | next | | finger | pour | wouldn't |
| | hit | told | | nice | | fold | practice | wrap |
| | hole | tomorrow | | note | | follow | price | written |
| | | | | ought | | food | push | |

Selected Vocabulary Grade IV

a.

abide
ablaze
abode
abuse
acre
actions
actor
addition
adopt
adore
adventure
advertise
agent
agree
airship
alarm
alien
almond
altar
alternate
anger
angry
annoy
antelope
appetite
appear
appoint
arch
arctic
army
arrest
artist
attire
attract
avoid
awe
awl

b.

bacon
badge
balcony
balky
banister
banquet
bargain
barren
baste
beacon
behave
believe
bellows
between
bewilder
beyond
bicycle
blade
blame
branches
blankets
blast
bleach
blessed
blinds
blinker
blister
blizzard
bluff
blunt
bolt
bomb
bonnet
boost
bore
boss
bounce
bound
bowl
brace
bracket
bravery
bray
breathe
bribe
brief
brilliant
brisk
bustle
broom
bureau
butcher
butter

c.

cab
cabinet
cactus
calk
calm
cancel
canoe
canopy
capable
carcass
cargo
carpenter
carver
cashier
cellar
central
cereal
chalk
challenge
chamber
chance
chapel
charge
charter
checked
chef
choir
chorus
chuckle
coax
comb (cock)
combine
chemical
commence
compound
conceal
concert
congress
consume
content
continue
contrary
control
coral
couch
council
coupon
courage
courtesy
cove
crate
credit
crest
crew
crowned
crude
clutch
curate
custard
cute

d.

dagger
dainty
damage
dazzle
deaf
declare
deface
defend
deposit
dessert
desire
dissolute
dilute
discuss
disease
dismal
dismiss
dispatch
distance
distress
dose
dumb
dwell

e.

ebony
education
elastic
electric
elegant
elevate
embark
emblem
embrace
engineer
envy
erect
event
evergreen
exact
examine
example
exchange
expel
eyesight

f.

fable
fadeless
failure
faith
falsehood
famous
feather
fellow
female
fencing
ferocious
ferry
fever
fibre
fidget
fierce
film
filthy
flask
foliage
fondle
foreign
forenoon
forge
fountain
fraud
frightful
frigid
froth
fudge
furnace

g.

gale
gallery
gallon
garage
gaseous
gem
generous
germ
gleam
glider
glimpse
gloomy
glossy
glue
glutton
gnash
governor
grammar
granite
gravel

Selected Vocabulary. Grade IV.

grease
greedy
grief
grocer
groove
group
guide
gypsy

h.

habit
halibut
halt
halter
harbor
hardy
harp
harvest
hasty
hatchet
haughty
haven
hiss
hither
hobby
hobo
holiday
hollow
homesick
homespun
homestead
honor
hoof
horrible
hostile
hounds
hovel
husband
hysterics

i.

iceberg
ideal
idiot
idle
illness
immense
imp
import
improve
impure
infant
inhabit
injure
inland
inquire
insect
instant
intend
introduce
itch
ivory
ivy

j.

jaw
jelly
jest
jet
jewel
jingle
jitney
job
jog
joke
jolly
jut

k.

kennel
kerosine
kidnap
kindle
kindling
keyboard
kink
kiln
kimono
kingdom
knocked
knotted

l.

lacy
laden
language
lantern
lapse
larceny
latch
launch
laurel
lawyer
lemon
leisure
lens
leopard
level
library
lice
limb
linger
links
liquid
litter
loosen
lounge

m.

machine
mackerel
magic
magnet
magnify
manage
manager
maniac
marble
margin
marine
master
mattress
mayor
medicine
meek
megaphone
mellow
melon
memory
menu
mercy
merit
merry
mesh
metal
midget
migrate
mild
military
millinery
mince
mineral
mingle
minstrel
model
moist
moment
monitor
motion
motorist
muslin

n.

narrow
nasty
national
native
naval
neighbor
nervous
nestle
nonsense
notice
notion
nurse

o.

obey
object
observe
obtain
ocean
odd
office
often
omit
onion
orchard
overalls
owed
owner
oyster

p.

peace
peak
pearl
pebble
peddle
pedlar
peep
pelt
perch (roost)
perfect
perfume
permanent
permit
pester
pigeon
pillow
pilot
pitch
plaster
plateau
pledge
plump
plural
poem
poetry
poet
prairie
principal
promise
puppet
purchase

q.

quarrel
quarter
question
quickly
quiet
quill
quilt
quotient

r.

race
racket
radish
rage
railroad
rainbow
rake
rambler
ranch
range
rank
ransom
rapid
rare
rattle
rave
razor
recent
recess
record
recover
reeds
refuse
relation
remember
remnant
remove
rent
repent
report
ribs
riddle
rifle
rigid
ruby
rummage
rust
rut

s.

saint
salad
saliva
salmon
salute
sandal
satisfy
sauce
scales
scarce
scarf
scatter
scold
scrape
scratch
screw
scrub
seal
season
senior
sense
sensible
sentence
separate
serene
serious
service
settler
shadow
shallow
shame
shanty
share
shark
shave
shawl
shelves
shield
shower
situate
smooth
snout
snore
social
spark
spatter
special
sphere
spend
sprawl
stagger
stake
stale
stall
startle
stiffen
stingy
streak
stripes
stuffing
sulky

t.

tab
tag
talkative
tart
tax
taxicab
tease
teeming
telephone
temper
tenant
tender
terrible
terrify
thicken
thief
thimble
thistle
thorny
thrash
thread
threat
thrill
total
traffic
traced
trash
tread
treat
trench
trespass
triangle

Selected Vocabulary Grade IV.

trickle
trinket
trumpeter
turpentine
twine
typewriter

u.

ugly
uncertain
uncle
uneasy
unequal
unfit
unfold
union
unite
unknit
unless
unloosen
uplands
upset
usual

v.

vacation
vapor
variety
veil
vein
vex
view
vigil
villain
vowel
vulgar

w.

wages
wail
waive
waltz
weather
weaver
weight
welcome
wicked
wisdom
witty
wondrous
wound
wreath
wreckage
wrench
wriggle

y.

yelp
yowl

z.

zeal
zone

Supplementary Word List.....Levels 4 and 5

Durrell-Sullivan

agree
allow
anyone
anywhere
aren't
arrow
ashamed
aside
attack
bake
baker
banana
bare
barnyard
barrel
bathe
beach
bead
beak
bean
became
beast
bedroom
bench
bend
beyond
blanket
blink
bloom
blossom
boil
bone
bonnet
boot
bounce
brass
breast
breath
breathe
brick
bridge
broke
brook
bubble
bucket
built
bunch
burst
bush
cabbage
cabin
cannot
cape
captain
carpenter
cave
ceiling
cellar
center
chain
chase
cheerful
chimney
chirp
chop
chose
circle
clover
club
coffee
collar
colt
coo
cottage
circus
cotton
couldn't
cousin
crack
crash
crawl
creep
crept
crown
cruel
crumb
cut
dandelion
danger
date
dew
dot
dove
downstairs
double
dozen
drag
drank
dream
drew
driver
drove
dug
dust
easy
eaten
edge
eleven
elf
elves
empty
enemy
engine
enjoy
errand
Eskimo
everywhere
fact
fare
feast
fellow
fence
flame
flat
float
flow
fold
fond
fool
four
freeze
frost
furry
gain
gather
gay
gentle
giant
given
glee
gloves
happiest
harm
hate
health
heat
hello
helper
hoe
honey
hotel
however
hush
I'd
indeed
itself
jam
journey
kettle
key
known
lad
ladder
ladies
laid
lay
lazy
leader
leap
length
lesson
let's
lettuce
life
load
lock
lonely
loose
magic
maid
main
marbles
market
marry
master
mat
maybe
merry
milkman
moment
nap
nearly
neighbor
newspaper
nod
none
noon
nurse
obey
ocean
onion
outside
pack
pad
pair
palace
path
peas
perhaps
pile
plain
pleasant
plenty
plow
pole
pond
poach
post
power
prince
princess
prize
queer
rag
raise
rap
remain
rise
ripe
rise
rode
root
rough
rush
sailor
season
secret
shade
shape
sharp
sheet
shell
shock
shore
shout
sight
silver
singer
smooth
snake
snap
softly
somebody
spot
stair
stiff
sting
storm
stove
stuck
sudden
swing
taste
tea
tear
tent
thread
throat
ticket
tongue
torn
track
toss
tramp
trick
truck
tub
tug
tumble
twin
ugly
vegetable
vine
violet
wand
wave
whip
whisper
whistle
wild
wink
wise
women
won
wonderful
worn
worth,

Selected Vocabulary - Grade V.

a.

accident
accomplish
accord
accuse
active
actually
advise
affair
affectionate
air-tight
alternate
amazingly
ancestors
anxious
apologies
approached
armor
arrival
astir
astonishment
astride
attic
audience
aviator

b.

badge
baggage
bargain
barrel
barrier
bayberries
bayberry
bawl
bazaar
beacon
bellows
bemoan
billows
bin
binding
birthday
bishop
bit
blacksmith
blast
bleating
blunt
bluster
beast
bodice
bolt
booming
borrow
breakfast
brew
brick
brood
bulb
bumper
buried
bustled
butter
butternuts

c.

canal
canvas
career
carnation
cathedral
caterpillar
caustic
cavalier
central
chamois
charcoal
charmed
charred
christening
chuckled
clad
claim
cleft
cliffs
clump
clusters
cockpit
collie
colt
combine
commander
comforter
committee
commotion
companion
compared
compass
complaining
comrades
conscience
confess
conquered
contain
container
contemptuous
controls
conversation
costumes
courtiers
crags
crisis
croaked
crunched
cuckoo
cultivate
cunning
curiosity
custom
cylinder
cyphor

d.

damage
darted
dasher
debate
decayed
deceive
decorated
definite
delicate
delicious
depth
descendant
deserve
desire
despair
dike
dipper
disagreeable
disappearance
discouraged
disguise
disgust
dispute
distress
district
disturbed
dollies
dome
double
doubtless
dragon
drawbridge
dreary
drubbing
duffer

e.

earthenware
education
elbow
elder
embraced
embroidered
emerged
encouragement
endure
energetic
enormous
entry
ere
erect
ermine
eruption
essential
events
exclaimed
expensive
exploring
extra
extraordinary

f.

fame
ferry
fertile
fertilizer
festivals
finally
firmly
flannel
fleece
flint
fluid
footman
forehead
forge
fortunately
fortune
fountain
fragment
fragrant
friction
frisking
frock
fuel
furious
furrow
future

g.

gait
garage
gasoline
gasp
gathered
gazed
gentian
geometry
geranium
gilded
glare
gleaming
glided
glint
glittering
gloomily
gloves
goblin
gourd
grackle
grammar
grasped
grateful
gravity
grazed
gridiron
grieve
groove
grove
gruel
gauge
guest
gurgling

h.

hangar
harbor
hastily
hasty
hauled
haycock
heap
heartiest
heaved
hedgerow
helmet
herbs
hide (skin of animals)
highway
hill
hither
horizontally

i.

ignition
imagination
immediately
immensely
immortal
impatient
impressed
imprison
improved
inhabits
inherit
injured
instant
instantly
intelligent
invention
investigated
irregular
irritable
irritate
isles
ivory

j.

jagged
jaundice
jaunted
jiffy
joining
joint
jostle
jostling
journey
judgment

k.

keen
kneads
knell
knickers
knight

l.

lance
lashed
lever
liberty
lilac
lime
linden
linger
linked

Selected Vocabulary Grade V.

liquid
lo
loding
loft
lofty
lye

m.

majesty
mansion
mart
marvelous
meekly
mellow
midget
midst
mighty
minstrel
miraculous
mischievous
mistress
mitre
moat
modeled
moist
molasses
monoplane
monster
morsel
motionless
motor
mournfully
mourning
mucilage
murdering
murmur
muskrat
muster
mystery

n.

nasturtium
natives
necessary
nectar
nimble
noblest
nonsense
noose
nosegay
notch
notice
nursery (flowers)

o.

oath
obedient
obtainable
obtained
obscured
occupy
offered
officer
opportunity
orchard
ordeal
ordinary

p.

package
paddled
page (boy)
panted
paraffin
panther
particular
partridge
patent
pause
peaks
peal
pelting
perspiration
persuade
pewter
physical
pioneer
pirate
piston
pitiously
pivoting
pleaded
plentiful
plunged
population
porcupine
porridge
porter
potash
pottery
practiced
prairie
precious
preened
prime
presently
prim
procession
progress
prolonged
protest
provide
proviking
public
purpose

r.

raccoon
radiant
radical
ranging
rallied
raven
ravine
realized
rebels
reflect
refrain
reeds
reliable
relish
remain
remarkable
repeat
reverence
reverse
rheumatism
ridiculous
ripple
roamed
rogue
romance
rosin
roost
rough
royal
rude
rustling

s.

sacrifice
sausage
scandalized
scenery
scent
sentinal
sexton
shark
shifted
shilling
shivered
shreds
shrinking
shudder
simpleton
slack
slightly
smite
snare
snip
smuggle
snorting
sociable
solemnly
solution
solved
snot
spiral
split
stadium
stain
stalling
starting
statute
stock
streaks
stride
stubborn
student
stunt
stunted
suggestion
surveyor
swerve

t.

tallow
telescope
tenant
terrace
territory
terror
tethered
thatch
thicket
thoughtfully
thrifty
throb
thronging
throttle
tranquil
transform
transparent
tread
treasure
tremendous
trespass
triangular
trim
trout
trudged
tunic
tunnel
tureen
turntable
turmoil
turret
twilight
twining
twittering

u.

umpire
unaccustomed
uncanny
uncomfortable
uncommon
unconscious
ungrateful
unoccupied

v.

vacant
valueless
vat
vault
venerable
venison
ventured
veranda
vertical
viands
vineyard
violent
visions
volcano
volume
vow

w.

wafted
waggled
wait
waistcoat
wandered
warming
warriors
wary
wayfarers
weapons
weary
wierd
wild
wharves
whinnied
whirring
whisk
whittle
whizzing
wicket
withdrawn
wizard
woodcraft
writhing
wry

y.

yearn
yeast
yonder
yulelog

Selected Vocabulary Grade VI

a.

abandon
abbey
abbot
abolish
abound
abyss
accentuate
acute
adaptation
admiral
adverse
aerial
aeronautics
afterhold
agonize
alabaster
alacrity
allegiance
allies
alpaca
animated
annihilated
anointed
antics
application
apprentice
array
arcade
aromatic
artificial
astronomer
astronomy
atom
audacious
august
authority
autograph
automatic
avenge
aviation
azure

b.

bacteriology
baffled
bagged
ballast
bandanna
barbaric
barbeque
barometric
barrage
basis
back
baton
battlements
bauble
beam
becalmed
belfry
bellows
beseiged
bevy
bewitchingly
bier
billowy
bladder
blemish
blubber
bobbin
bombardment
boom
boon
booty
bowsprit
braggart
bramble
brandishing
brawny
brazier
brigade
brooch
buffet
bulrush
bunting
buoyant
buzzard

c.

caisson
calculate
caliph
capsize
captor
carat
caravan
carbine
carcass
career
casually
castanet
cataract
cavalcade
cavlier
cavernous
consus
ceremony
certificate
chamberlain
chandelier
charted
chantry
chasm
chebec
chemicals
cherish
chink
chore
circassion
citadel
cinch
circuit
circulate
citron
cleft
cloister
cloven
cockle
codger
coffers
collision
colossus
comet
commending
commodore
compact
companionable
compartment
competent
competition
confirm
confiscation
confine
conjecture
consciousness
conservationest
constable
constructive
contrive
cooperation
corduroy
cornice
counsellor
coupling
courier
crane (machine)
croon
crucial
crystalline
crucibles
cruiser
cylinder
cylindrical
cultivated
cymbals
damask
damsel
data
dawdle
dean
decade
defiantly
deficiency
delegates
derelict
design
desolation
desperation
detached
detailed
determination
devouring
dialogue
diameter
diligent
dingy
dirigible
disappointment
disaster
disasterously
disciplinarian
discordant
disembarked
distinction
distinguish
distracted
divan
divert
divinity
document
dolphin
dormitory
doublet
dramatization
drive
drought
dullard
dusky

e.

edifice
edition
editorial
efficiency
elapsed
elder
electroscope
elephantine
eliminate
elusive
embarked
embalm
emerald
emerged
emergency
emboss
emit
encounter
endurance
engrave
entreaty
enunciate
episode
escort
essential
establishment
etched
evaporate
eventide
exalation
exalted
exceeding
excelsior
exertion
exhaust
experiments
exploited
exposure
extensively

f.

faculties
fantastic
fascinated
fatal
falter
fawning
ferocious
fertility
filagree
filament
fiord
flagon
flange
flintlock
floats (procession)
flounder
flourishing
flue
flume
flurry
font
forceps
forded
fouled
fracas
fragile
fraught
freshet
friar
fricaseed
fruitless
fusillage

g.

gait
gala
gales
gallery
galleys
garland
gasket
gaunt
gauntlet
genial
genius
gentian
genuine
gigantic
gills
(organ of fish)
girder
glacier
glade
globule
gnome
goading
gored
gorge
gouge
gourd
gram
granular
grappled
greens
grievous
grotesque
grub
guidance
gusty

h.

habitual
haggard
halo
halyard
hamlet

Selected vocabulary Grade VI

hamper
handicap
harmonica
harpoon
hart
hatch
haunch
haunt
haven
hawser
hazard
haze
hoarse
heather
heave
hectic
heiress
helium
helm
herbs
herald
heridity
heroic
herring
hieroglyphics
hilarious
hexagon
host(whole army)
hospitality
hulks
hull
humane
humiliate
hummer
hydrogen

i.

ideally
ignoramus
illustrious
immaculate
impending
imperious
implement
imposter
impressive
imprint
impulse
incubator
infancy
inflate
inmates
inscription
insolent
insolvent
instantaneous
instruction
integrity
intense
invade
invisible
irate
iridescent
irony
irritant
irritation
isolate

j.

jargon
jasper
jaundice
jauntily
jags
jealous
jerk
jerky
jest
jet
jib
jointed
jonquil
jourist
journal
jubilent
jubilee
judicious
juncture
juries
justify
juvenile

k.

keel
kernel
kilo
kindred
kine
king-pins
knapsack
knave
knelling
knelt
knoll
knowledge
knuckle
laboratory
laborious
laggard
larkspur
lair
lament
larder
larynx
laths
lattice
lauded
lavish
lax
lease
lecture
ledge
lee
legend
lens
lever
liege
lilting
liter
livelihood
livery
loath
lobe
locality
locust
log (book)
loitered
lore
lope
lout
ludicrous
lure
lurch
lurk
lucious
lustily
luxury
luxurious

m.

mackerel
majority
malice
mandolin
manifest
mantle
martial
marveling
martyr
massive
matron
meagre
medical
meditate
memorial
menace
mermaid
meteor
metric
mimic
minute (small)
miraculous
moat
monastery
monotonous
monotony
monstrosity
monstrous
mortal
mortality
mosaic
motif
motive
mummy
murderous
mysterious
mythology

n.

nape
naptha
narrate
narrative
nasal
nationality
naturalist
nausea
nautical
navigate
negative
niche
nicked
nigh
nitrogen
nocturnal
nominate
nondescript
normal
notary
notation
notorious
noun
nourish
novel
novelty
novice
numerate
nuzzling
nymph

o.

oaten
objective
obligation
oblivion
obscene
observation
obstacle
obstinate
obvious
occupant
oceanic
oculist
offensive
onslaught
opiate
opinion
opponent
oppose
optimistic
oracle
orator
orchestra
orchid
ordinary
organist
organize
oust
outpost
outwit
overwhelm
oxygen

p.

pacify
pact
palate
pallet
palpitate
palsy
parachute
parchment
parole
partial
peat
pedestrian
pedigree
penal
pension
perceive
percentage
percolator
percussion
perplexed
persevere
personal
peruse
pessimist
pewter
pheasants
phosphorus
photoplay
pinafore
pinicned
pinnacle
piston
pithy
placidly
plague
plastic
plausible
plight
pneumatic
poacher
politics
portal
pose
precipice
preface
prejudice
prelate
premium
prescribe
prescription
present
prey
premitive
principle
prior
portable
portice
probe
product
profession
professor
profusion
prohibit
project
prominent
promote
prospective
prophesy

# SELECTED VOCABULARY GRADE VI

prostrate
protest
prow
prudent
publish
pun
purity
pursue
pursuit

q.

quaint
quarry
quartet
quaver
quell
quest
queue
quicken
quince
quiver
quoit
quota

r.

rabble
radiation
radium
rafters
rag
raid
ramparts
rapier
ration
ravaging
ravine
realization
reassure
recipe
recline
reconcile
record
recount
recruit
recur
referee
reforestation
regale
rejoice
reluctant
repair
reptile
reserve
resign
resinous
resist
resonant
resource
respect
reveal
reverse
review
revise
rheumatism
rind
ringlets
rivulet
rocket
rollers
routine
rural

s.

sack
sage
sapling
sanctuary
scabbard
scaffold
scandal
scanty
sceptre
schedule
scholar
scientist
scorn
scramble
scribe
scrimmage
scrutiny
seclusion
secretary
sculpter
sedate
seedling
seep
sensation
sentry
serene
serf
sewerage
sexton
sheaf
sheen
sheer
shellac
shelter
sheriff
shift
shoal
shrewd
shrivel
shroud
shut
shuttle
siege
signature
silt
simplicity
sinister
skein
skirmish
slash
sledge
sliver
sluice
smite
smooch
sober
solemnity
solemnly
soluble
souffle
spaniel
spectacular
sphinx
spoils
spout
squeal
squid
squirm
squirt
stadium
stagnant
stalwart
standard
staple
stationer
statuary
staunch
stealthy
stealing
stenographer
stimulate
stockade
strategy
strode
strove
strut
studies
sublime
subtle
subway
sunder
sucker(fish)
supine
superb
surgery
surgeon
survive
suspense
swath
sympathetic
system

t.

tackle
talked
tallyho
tambourine
tango
tank(armored car)
tanner
tannic
tapestry
tarry
taunt
tant
tawny
telegraphy
temporary
tenant
tense
tension
terrace
tersely
test-tube
tether
textile
threshing
thrifty
thorough
throttle
tinker
token
toll
tourney
towing
trammel
transit
tremulous
tropics
truce
tumult
tunnel
turbulent
turmoil
tutoring
typist

u.

underhanded
undertaking
unfortunate
unique
unpalatable
unstable
unstrung
unwise
upheaval
upright
uprose
urge
utensil
utilize
utter

v.

vagabond
vagrant
vague
valise
valor
varied
vaudeville
vegetarian
vehicle
velocity
vellum
vendor
vengeance
veneer
ventilate
venture
verdant
vermin
vespers
vexation
vibrant
vicinity
victim
violate
viper
vise
vitamin
vivacious
vivid
vocalize
vogue
volunteer
vulcanize

w.

wabble
waddle
wafer
waffle
wager
wail
wallop
wallow
wane
wanton
watt
weft
weld
wheedle
what
whit
wicker
wierd
wigwag
wineglass
withers

y.

yacht
yam
yearling
yield
yeoman
yolk
youthful
yuletide

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TO N